



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: York High School

SAU: York School Department

## Contents of the Report

Assessment Data

Accountability Data

Maine Teacher Quality Data

# 2010-2011 NCLB Report Card



**School:** York High School  
**SAU:** York School Department  
**Grade:** High School



MAINE  
DEPARTMENT OF EDUCATION

Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	170	169	99	73	73	49	20	54	18	9	168	1
	2009-2010	144	143	99	56	56	47	10	46	30	14	141	2
Female	2008-2009	91	90	99	76	76	53	20	56	18	7		
	2009-2010	57	56	98	61	61	49	9	52	27	13		
Male	2008-2009	79	79	100	71	71	46	19	52	18	11		
	2009-2010	87	87	100	53	52	46	10	43	32	15		
Caucasian/White	2008-2009	168	168	100	74	74	50	20	54	18	8		
	2009-2010	138	137	99	58	57	48	9	48	28	14		
African American/Black	2008-2009	0	0				26						
	2009-2010	2	2	100			28						
Hispanic	2008-2009	0	0				38						
	2009-2010	2	2	100			42						
Asian or Pacific Islander	2008-2009	2	1	50			46						
	2009-2010	2	2	100			41						
American Indian or Native Alaskan	2008-2009	0	0				32						
	2009-2010	0	0				27						
Economically Disadvantaged	2008-2009	21	20	95	50	50	34	10	40	45	5		
	2009-2010	16	15	94	20	20	31	0	20	40	40		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	22	22	100	23	23	16	0	23	32	45		
	2009-2010	16	16	100	31	29	16	13	19	25	44		
Limited English Proficient	2008-2009	1	0	0			16						
	2009-2010	1	1	100			13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

# 2010-2011 NCLB Report Card



**School:** York High School  
**SAU:** York School Department  
**Grade:** High School



MAINE  
DEPARTMENT OF EDUCATION

Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	170	170	100	69	69	42	13	56	21	9	169	1
	2009-2010	144	143	99	71	70	45	10	60	23	6	141	2
Female	2008-2009	91	91	100	69	69	41	13	56	21	10		
	2009-2010	57	56	98	75	75	43	11	64	25	0		
Male	2008-2009	79	79	100	70	70	43	13	57	22	9		
	2009-2010	87	87	100	68	67	47	10	57	22	10		
Caucasian/White	2008-2009	168	168	100	70	70	43	13	57	21	8		
	2009-2010	138	137	99	70	70	46	11	59	23	7		
African American/Black	2008-2009	0	0				16						
	2009-2010	2	2	100			22						
Hispanic	2008-2009	0	0				29						
	2009-2010	2	2	100			40						
Asian or Pacific Islander	2008-2009	2	2	100			52						
	2009-2010	2	2	100			51						
American Indian or Native Alaskan	2008-2009	0	0				21						
	2009-2010	0	0				28						
Economically Disadvantaged	2008-2009	21	21	100	48	48	26	0	48	38	14		
	2009-2010	16	15	94	33	33	28	0	33	40	27		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	22	22	100	14	14	12	0	14	36	50		
	2009-2010	16	16	100	44	41	14	25	19	38	19		
Limited English Proficient	2008-2009	1	1	100			19						
	2009-2010	1	1	100			16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

# 2010-2011 NCLB Report Card



<b>School:</b>	York High School
<b>SAU:</b>	York School Department
<b>Grade:</b>	High School



MAINE  
DEPARTMENT OF EDUCATION

Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99	96	66	65	48	99	99	96	71	70	43	90	90	80
Caucasian/White	99	99	96	67	67	49	99	99	96	71	71	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	*	*	94	41	41	32	*	*	94	45	45	27			
Students with Disabilities	*	*	92	27	26	16	*	*	91	27	26	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	17	2	28	0	8	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	4

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0.4

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>